

New Hampshire Special Education Program Approval Report

**Pine Haven
Mike Maroni, Administrator**

**Final Report
April 2, 2001**

**Visit Conducted:
January 25, 2001**

Team Members:

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New Hampshire Special Education Program Approval Report

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Students with Disabilities. (Commendations, Citations and
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Note: *It should be noted that suggestions are not considered corrective actions and therefore are given as technical assistance. The facility is not mandated to implement them.*

New Hampshire Special Education Program Approval Report

Pine Haven Boys Center

I. INTRODUCTION:

A New Hampshire Department of Education Special Education Program Approval visit was conducted at Pine Haven Boys Center. The visiting team met on January 25, 2001 in order to review the status of special education services provided to eligible students.

Activities related to this evaluation included the close review of all the teaching certifications of special education staff, analysis of SPEDIS data and random inspection of student records. Interviews were held with the Education Director, regular and special education teachers, related service personnel and administrators as time and availability permitted. In addition, the team conducted parent interviews via telephone. Throughout the visit, the team had full cooperation from all personnel and this helpfulness was greatly appreciated.

The report that you are about to read represents the consensus of all the members of the visiting team. Please keep in mind that this is a "report for exception", meaning that only exceptions to the NH State Standards have been addressed. If a component is not mentioned, that does not mean that the team did not review it; it just means that there were no citations of noncompliance to the Standards found in that particular area.

II. STATUS OF PREVIOUS PROGRAM APPROVAL VISIT: *Conducted on October 14, 1997*

Based on review of the previous program approval report and the current teams findings, it is the consensus that Pine Haven staff have made a genuine effort to correct the issues of non-compliance identified during the previous program approval visit. Each classroom is now supplied with a computer, Internet access and instructional software. Teachers are provided with workshops and assistance regarding the use of technology in their classrooms. A technology plan was developed pursuant to the Minimum Standards for School Approval. Instruction continues to be highly individualized and directed at the goals and objectives in each IEP. The behavior program at Pine Haven is consistently applied in school, the cottages and during extra curricular activities. Instructional supplies and materials are varied and readily available. Three teachers are certified in elementary education and general special education; the fourth teacher holds a general special education certificate and is in an Alternative IV program leading to certification in elementary education. Student files and records generally contained the requisite information from school districts and state agencies. This continues to be a problem with some school districts. Exceptions are specified in the following report.

Access to equal education opportunities has improved as a result of the placement of computers in each of the classrooms. The employment of certified consultants in music and art has helped to broaden the curriculum. The library/media generalist position continues to be vacant despite active recruitment and advertising. Progress has been made in aligning the curriculum with the New Hampshire Curriculum Frameworks, although increased integration and translation of the frameworks into actual instructional practice needs to occur. The placement of students from Pine Haven to other settings has improved as a result of increased emphasis on transition planning, although a close look at the effectiveness of the process is necessary.

In summary, the review team determined that considerable has been made in correcting citations from the 1997 visit. The review team commends the staff for their efforts in this regard and encourages continued diligence and attention to these matters.

III. ISSUES OF SIGNIFICANCE:

The review team was favorably impressed with the staff at Pine Haven Boys Center. Classrooms were characterized as safe, supportive and focused on student learning. Staff is knowledgeable of student strengths and learning styles. Instruction reflected the particular needs of each student and was appropriately implemented as such.

Issues of significance determined by the team are:

1. Documents and information from some school districts are not always sent to Pine Haven in a timely manner. In particular, the Manchester School District appears to be frequently delinquent in this regard. The absence of critical documents and information may result in services for individual students being questioned or delayed. The administration of Pine Haven regularly contacts school districts requesting the missing information for individual students with sporadic success. This appears to be a matter, which if not resolved soon, may require action from the Department of Education.
2. The issue of equal educational opportunity for students while at Pine Haven continues to be an issue of concern. The absence of the services of a library/media generalist has hampered the development of appropriate educational experiences in this area of the school curriculum. If a qualified person is not found by the beginning of the 2001-2002 school year, the NH Department of Education should be contacted for technical assistance to resolve this issue. Similarly, the same recommendation applies to the areas of music and art.
3. Students who are members of the James O' class action suit, did not have complete IEP's as required by IDEA '97, New Hampshire Special Education Standards and the Federal Court Decree. This appears to be related to the difficulty Pine Haven experiences in receiving required documents and information from school districts and state agencies. The Department of Education Decree Administrator should be notified whenever such instances occur.

V. COMMENDATIONS, CITATIONS AND SUGGESTIONS: FACILITY-WIDE

Pine Haven Boys Center

COMMENDATIONS:

- Staff is commended for their effectiveness with students.
- There is good communication within the facility regarding student progress academically, behaviorally and socially. Regularly scheduled staffings, clearly stated expectations and consistent application help to make Pine Haven's behavior program successful
- The administration is commended for their advocacy on behalf of children with complex needs.
- The facility is clean and well maintained.
- Instructional supplies are appropriate, varied and readily available.
- The progress made in the use of technology in most classrooms is definitely a positive step toward the goal of a broader curriculum for students.
- The culture of the facility is characterized by teamwork and cooperation.
- The policies and procedures for the education program are clearly written, direct and understood with ease.

CITATIONS: (in numerical order)

Ed. 1133.08(d) The staff development policy needs to be updated to comply with current requirements.

Ed. 1109.03(a) The academic program description needs to be updated to comply with the NH Curriculum Frameworks and current standards.

Ed. 1109.01
CFR300.347 IEP requirements need to be updated to comply with requirements of IDEA 97 and the NH State Standards.

CFR300.347 The policy manual needs to contain statements regarding participation in statewide and district wide assessments.

SUGGESTIONS:

None

Pine Haven Boys Center

Of Files Reviewed: 4 Files

COMMENDATIONS:

- Staff provide structured, creative, hands-on lessons
- Students have a high interest in the learning activities.
- The facilities are clean, spacious and provide an adequate learning environment.
- Staff are friendly, caring, dedicated and knowledgeable.
- There is good communication among staff and administration.
- Administration is supportive of staff development opportunities.
- Staff have a good relationship and communication with parents and guardians.
- There is consistent communication with SAU personnel.
- Staff contribute effectively to the process of creating student IEPs.

CITATIONS: (in numerical order)

- Ed. 1109.01(n) 1 file: IEP lacked signature of parent and LEA representative.
2 files: IEP lacked signature of LEA representative.
- Ed. 1109.04 1 file: lacked evidence that procedural safeguards given at each notice of IEP meeting.
1 file: lacked documentation of meeting notices.
- Ed. 1109.04(d) 1 file: no indication of evaluation results of district-wide testing.
- Ed. 1125.01(a)(1)i 1 file: lacked evidence of permission to test.
- Ed. 1125.04(a) 1 file: lacked parent's signature for evaluation.
- CFR300.347(a)(4) 1 file: lacked explanation of extent to which student will not participate with non-disabled peers.
- CFR300.347(a)(5)ii A 1 file: lacked statement of why student's participation in district or statewide testing is not appropriate.
- CFR300.347(a)(5)ii B 1 file: lacked statement of child will be assessed if not participating in district or statewide testing.
- CFR300.347(a)(7)i 1 file: IEP lacked statement of how student progress will be measured.
- CFR300.347(a)(7)ii 1 file: IEP lacked statement of how parent will be informed of student's progress..

SUGGESTIONS:

- Develop strategies to obtain necessary paperwork from school districts. Enlist the Dept. of Education assistance, if necessary.

ADDENDUM

JAMES O. MONITORING PROGRAM

Pine Haven Boys Center

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

<p style="text-align: center;">ADDENDUM JAMES O. MONITORING PROGRAM</p>

Pine Haven Boys Center

NUMBER OF FILES REVIEWED: 1 FILE

CITATIONS: (in numerical order)

- | | |
|-------------------------|---|
| <u>Ed. 1107.02(a-d)</u> | No documentation for initial referral, evaluation and evaluation team membership. |
| <u>Ed. 1107.05(k)</u> | Permission to evaluate not found in file. |
| <u>Ed. 1107.06(a)</u> | Evaluation summary not found in file. |
| <u>Ed. 1107.06(c)</u> | Unable to determine if composition of evaluation team appropriate. |
| <u>Ed. 1109.01(b)</u> | IEP lacked measurable annual goals. |
| <u>Ed. 1109.03</u> | Composition of IEP team was incomplete and roles of IEP team members not identified. |
| <u>Ed. 1115.06</u> | No evidence of decision for least restrictive environment and absent required criteria. |